

Executive Summary School Accountability Report Card, 2005-06

For Mary B. Perry High School

Address: 3100 Wright Rd., Camarillo CA 93010-

Phone Number: (805)485-7951

Principal: Ronetta McLean-Smith

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School The Ventura Youth Correctional Facility opened its door for girls as Ventura School for girls in 1962. At that time, only one other CYA facility housed female offenders. In 1970, the first males arrived at Ventura School. Until 2003, male offenders constituted two thirds of the ward population. In 2003, all male wards were moved to other CYA facilities leaving VYCF once again an all girls' school.

The girls have always had access to a variety of programs. These include middle and high school programs, vocational education and training, community college, and for some...access to Bachelors Degree programs through correspondence. Additionally, qualified girls receive specialized counseling services, intensive drug and alcohol education and treatment, and Fire Camp experience. A Free Venture program and the potential for work furlough programs create powerful incentives for some of the VYCF girls.

The spiritual needs of VYCF wards find expression weekly in Catholic, Protestant, Moslem, and Native American services and activities. Many volunteers support these and other spiritual activities.

In 1990, Ventura Youth Correctional Facility, in conjunction with the California Department of Forestry, opened the Sylvester Carraway Public Service and Fire Center. In 2005, this program continues to house male offenders who are trained as fire fighters and conservation workers. They have earned the respect and appreciation of the community through their tireless work during fire season and when floods, landslides and other disasters descend upon California. An all girls' crew, too, is similarly trained and participates, as do the boys when disasters occur.

Volunteers at VYCF represent a critical link between the facility and the community. Approximately 150 volunteers provide tutoring, serve as volunteer visitors, surrogate parents for special education, and as members of the Citizens Advisory Committee. These volunteers, too, raise thousands of scholarship dollars that are used by paroling students to further their education at community colleges, universities, and trade schools.

The availability of these services and opportunities provide the best opportunities for success that any VYCF ward has ever had. Those that participate fully can look forward to re-entering society with the skills and ethics necessary to participate fully in society.

It is the mission of the Ventura Youth Correctional Facility to improve public safety through evidence based crime prevention and recidivism reduction strategies. Primary among these is academic and vocational education and training.

At Mary B. Perry High School we empower all of our students to become fully productive members of their communities by providing them the opportunity to develop skills needed to succeed as responsible, educated, law abiding members of society

Student Enrollment

Group	Enrollment
Number of Students	135
African American	34.8 %
American Indian or Alaska Native	2.2 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	48.9 %
Pacific Islander	2.2 %
White (Not Hispanic)	10.4 %
Multiple or No Response	0.7 %
Socioeconomically Disadvantaged	0.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	15
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection

Recent inspection of school area revealed several concerns. These include fire and earthquake safety and preparedness. It is noted that much clutter and improper storage of materials could compromise safety during and earthquake. There are no records of regular full evacuation fire drills or monthly “paper” drill. Cleanliness of classroom and office bathrooms is substandard; no regular and professional attention to maintenance and sanitation has been in effect in the school area. Other types of general cleanliness and

maintenance remain wanting. Air ducts, blinds, sills, etc. remain dusty. Peeled paint remains hanging from the gym ceiling from roof leaks in excess of two years ago. Universal precaution materials were not evident and training in the use of universal precautions has not occurred for a long time.

Repairs Needed

Effects of roof leaks, i.e., peeling pain, water stains, etc need to be repaired. Heater and ventilation ducts throughout the school area need to be professional cleaned, inspected, and replaced where indicated. Above the ground storage needs inspection for safety with appropriate modifications made to secure shelves to wall.

Corrective Actions Taken or Planned

A contract has been prepared for a professional maintenance service to conduct a deep cleaning of the entire school area. This will include classrooms and offices and all bathrooms. An additional contract is being prepared to provide regular maintenance thereafter. Recommendations have been made for the implementation of regular fire drills, both full evacuation and monthly paper drills as per regulations. A “Clean Sweep” day is planned for May. This activity will remove unnecessary materials that could pose health and safety risks. Inoperative drinking fountains have already been replaced with institutionally approved stainless steel ones. Universal precaution kits have been distributed in the school. The institutional Health and Safety Officer has offered to provide training for the faculty during one of Education’s training days.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	5
Mathematics	*
Science	0
History-Social Science	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$7,127

Mary B. Perry's budgeted funds from Prop 98 were \$3,053,277, Non-Prop 98 funds were \$341,554. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures.

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	N/A
Statewide Rank (from 2005 API Base Report)	N/A
2006-07 Program Improvement Status	N/A

CEA schools are measured by the ASAM indicators.

Mary B. Perry's ASAM indicators:
3.4 average monthly credit earned rate.
14.3% of seniors graduated in their senior year.

Fewer than 11 of 176 long term students were given pre and post reading achievement tests during 05/06 no reporting of growth was reported.

School Completion

Postsecondary Preparation

Indicator	Result	Measures	Percent
Graduation Rate	7.7%	Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
		Graduates Who Completed All Courses Required for University of California and/or California State University Admission	0.0

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mary B. Perry High	District Name	California Education Authority
Street	3100 Wright Rd.	Phone Number	916-262-1500
City, State, Zip	Camarillo, CA 93010-	Web Site	www.cdcr.ca.gov
Phone Number	(805)485-7951	Superintendent	Glenda Pressley (A)
Principal	Ronetta McLean-Smith	E-mail Address	Glenda.Pressley@cdcr.ca.gov
E-mail Address	rmcleansmith@cdcr.ca.gov		

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Ventura Youth Correctional Facility opened its door for girls as Ventura School for girls in 1962. At that time, only one other CYA facility housed female offenders. In 1970, the first males arrived at Ventura School. Until 2003, male offenders constituted two thirds of the ward population. In 2003, all male wards were moved to other CYA facilities leaving VYCF once again an all girls' school.

The girls have always had access to a variety of programs. These include middle and high school programs, vocational education and training, community college, and for some...access to Bachelors Degree programs through correspondence. Additionally, qualified girls receive specialized counseling services, intensive drug and alcohol education and treatment, and Fire Camp experience. A Free Venture program and the potential for work furlough programs create powerful incentives for some of the VYCF girls.

The spiritual needs of VYCF wards find expression weekly in Catholic, Protestant, Moslem, and Native American services and activities. Many volunteers support these and other spiritual activities.

In 1990, Ventura Youth Correctional Facility, in conjunction with the California Department of Forestry, opened the Sylvester Carraway Public Service and Fire Center. In 2005, this program continues to house male offenders who are trained as fire fighters and conservation workers. They have earned the respect and appreciation of the community through their tireless work during fire season and when floods, landslides and other disasters descend upon California. An all girls' crew, too, is similarly trained and participates, as do the boys when disasters occur.

Volunteers at VYCF represent a critical link between the facility and the community. Approximately 150 volunteers provide tutoring, serve as volunteer visitors, surrogate parents for special education, and as members of the Citizens Advisory Committee. These volunteers, too, raise thousands of scholarship dollars that are used by paroling students to further their education at community colleges, universities, and trade schools.

The availability of these services and opportunities provide the best opportunities for success that any VYCF ward has ever had. Those that participate fully can look forward to re-entering society with the skills and ethics necessary to participate fully in society.

It is the mission of the Ventura Youth Correctional Facility to improve public safety through evidence based crime prevention and recidivism reduction strategies. Primary among these is academic and vocational education and training.

At Mary B. Perry High School we empower all of our students to become fully productive members of their communities by providing them the opportunity to develop skills needed to succeed as responsible, educated, law abiding members of society.

--

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents' opportunities for involvement are often compromised by distance and transportation issues. Nevertheless, parents must be asked to participate in IEP meetings, even if there participation is limited to teleconferencing. Parents are welcome and have been encouraged to attend IEP meetings whenever possible. Parents of both special education and non-special education students may telephone school administration at any time to discuss their child's educational progress. Parents are invited to attend graduations and all other school functions that involve their children.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	23
Grade 3	0	Grade 10	39
Grade 4	0	Grade 11	39
Grade 5	0	Grade 12	34
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	135

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	34.8	White (not Hispanic)	10.4
American Indian or Alaska Native	2.2	Multiple or No Response	0.7
Asian	0.7	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	48.9	Students with Disabilities	0.0
Pacific Islander	2.2	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	14.0	3			8.0	4			12.8	5		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	12.9	9			4.7	3			7.7	3		
Mathematics	14.0	4			7.5	4			7.8	4		
Science	13.0	6			7.7	3						
Social Science	14.1	9			8.0	3			11.7	3		

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

At Mary B. Perry High School, as with other CYA sites, safety is maintained by a trained security force. Additionally, each classroom is equipped with a telephone and an intercom. Each teacher wears a security device (PAL) that summons security when a safety or security breach is imminent. Students may be sent from class if they pose a threat to self or other. One faculty member is assigned to follow up with students who represent a threat in the classroom. Security monitors all student movements to insure safety and security. Class size, location of teacher's desk, etc. are all subject to review for safety and security.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Values and character education concepts are a part a positive learning environment at Mary B. Perry High School. Additionally, multi-cultural activities, arts programs and other special assemblies contribute to the learning environment. Graduation is held every year. High school grads, GEDs and AA degrees are acknowledged. Parents and guests attend the ceremony and the party that follows. A library, staffed by a Senior Librarian (MLS) maintains materials that support the core curriculum and the individual reading preferences of the students. Citizens Advisory Committee is very active in providing tutoring services and in raising scholarship money that helps deserving students continue their college and trade training programs. Disciplinary reports are completed when appropriate using the WIN system. This system enables each teacher access to student disciplinary actions. Education Coordinators spend one afternoon per week on assigned living units. Among their tasks, Education Coordinators have the opportunity to discuss disciplinary problems with custody staff and counselors.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Eighteen academic and four vocational classrooms are used for presentation of the core curriculum, electives and vocational classes. A library and law library are maintained for student use. A music room, one of the academic classrooms, is equipped with practice rooms and enhanced acoustics. A gymnasium provides a modified basketball court, a cemented floor for handball, roller skating, badminton and other activities. Outdoor basketball is also available. A swimming pool is used for PE classes and for recreational purposes on the weekends and after school. Additional PE activities are carried out on the field. Running, softball, soccer and other seasonal sports use the field regularly. An auditorium is used for graduation and special assemblies.

Roofing repairs are needed for the Gym. Recent concerns about health and sanitation has resulted in a plan to contract for professional janitorial services for the school.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)		x	Peeling paint, on ceilings, some missing floor tiles, water damage (stains) on ceilings.
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety		x	Removal of clutter... "Clean-Sweep" day scheduled
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms		x	Deep cleaning needed, replacement of stained porcelain fixtures
Sewer	x		
Playground/School Grounds	x		
Other		x	Professional cleaning of air and heater ducts

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	29	19	15	201
Without Full Credential	1	1	1	6
Teaching Outside Subject Area of Competence			1	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	Pending
Total Teacher Misassignments	0	0	Pending
Vacant Teacher Positions	0	0	Pending

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	95%	5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Five substitutes comprise the list. These subs, however, teach in public schools and are rarely available since MBPHS schedule is similar to public schools. Recruiting and hiring requires inordinate amount of time. This discourages candidates.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

As a matter of policy, each teacher must be evaluated annually. This evaluation is preceded by a formal observation using specific rubrics for standards, classroom records, classroom environment, behavior management, assessment, and records. These evaluations become a part of each teacher's permanent employee record. Evaluations include annual goals that are reviewed at the time of each subsequent evaluation. School administrators observe classrooms, informally, on a regular basis. New teachers are probationary for the first year and are formally evaluated every three months.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	1.0	200
Library Media Services Staff (paraprofessional)	0	---
Psychologist	1	30
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	30
Resource Specialist (non-teaching)	0	---
Other	2.5	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and	Percent of Pupils Who Lack Their Own Assigned Textbooks
----------------------	--	---

	Instructional Materials	and Instructional Materials
Reading/Language Arts	Good quality	0
Mathematics	Good quality	0
Science	Good quality	0
History-Social Science	Good quality	0
Foreign Language	Good quality	0
Health	Good quality	0
Science Laboratory Equipment (grades 9-12)	Limited lab equip	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$			\$57,090
District	---	---		\$57,090
Percent Difference - School Site and District	---	---		
State	\$7,127	---		\$57,604
Percent Difference - School Site and State	---	---		1%

Mary B. Perry's budgeted funds from Prop 98 were \$3,053,277, Non-Prop 98 funds were \$341,554. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled \$323,774. Special Education Grant funds totaled \$133,500.

The district budgeted totals for 05/06 Prop-98 were \$45,741,631, Non-Prop \$5,275,307, Title I \$3,247, 632, Special Education Grant \$1,089,117.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

ESEA, vocational courses, special education, regular education, community college.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and

compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,528	\$37,671
Mid-Range Teacher Salary	\$57,090	\$63,121
Highest Teacher Salary	\$61,482	\$78,630
Average Principal Salary (Elementary)	---	---
Average Principal Salary (Middle)	---	---
Average Principal Salary (High)	\$74,258	\$ 111,909
Superintendent Salary	\$100,224	\$163,061
Percent of Budget for Teacher Salaries	95%	37.8%
Percent of Budget for Administrative Salaries	1%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	17	6	5	5.8	3	2.2	36	40	42
Mathematics		0	*	2.5	1.5	3.5	34	38	40
Science	*	0	0	2.5	0.7	1.7	25	27	35
History-Social Science	4	0	0	4	1.8	0.5	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	4	*	*	0
American Indian or Alaska Native	*		*	*
Asian				

Filipino				
Hispanic or Latino	3	*	0	0
Pacific Islander	*	*	*	*
White (Not Hispanic)	*	*	*	*
Male	0		*	0
Female	7		0	0
Economically Disadvantaged	5		0	0
English Learners	*			
Students with Disabilities	14		*	0
Students Receiving Migrant Education Services	0		0	0

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	11	No Data	No Data	8.2	No Data	No Data	43	41	42
Mathematics	8	No Data	No Data	6.6	No Data	No Data	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A
Economically Disadvantaged	N/A	N/A

English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	3		0	0		0	2		23
10	5		2	2		2	8		32
11	5		4	2		4	8		34
12	3		5	1		5	4		38

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	0.0

IX. Accountability

Academic Performance Index

Adequate Yearly Progress

Federal Intervention Program

As an alternative school, Mary B. Perry High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices. Mary B. Perry's ASAM indicators:

3.4 average monthly credit earned rate.

14.3% of seniors graduated in their senior year.

Fewer than 11 of 176 long term students were given pre and post reading achievement tests during 05/06 no reporting of growth was reported.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	3.2	3.3	3.1
Graduation Rate			7.7%				86.7	85.3	84.9

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Mary B. Perry High School. However, the percentage of seniors graduating within their senior year at Mary B. Perry High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	24	25.3	---
African American	28	6.5	---
American Indian or Alaska Native	*	0.2	---
Asian	*	2.1	---
Filipino	*	2.1	---
Hispanic or Latino	15	12.2	---
Pacific Islander	*	0.2	---

White (not Hispanic)	33	4.1	---
Socioeconomically Disadvantaged		25.3	---
English Learners		7.3	---
Students with Disabilities		7.9	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Four vocational programs are funded and provide job training and elective high school credit. These are: Animal Care, Business Technology, Janitorial Services and Culinary Arts. These programs were selected partially on the basis of labor market statistics that demonstrate these courses as realistic preparation for the workplace. Students also have an opportunity to earn "work/study" elective credits for their involvement in institutional work programs such as Paint Crew, Landscaping and Commissary. A few students have been approved for off-grounds work in a veterinary clinic. A total of 177 certificates (internal) were awarded during the 05-06 school year. No certificates from outside agencies are available.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	96
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Eligible students are identified as being either high school grads, GED, CHSPE or academic data demonstrating skills commensurate with college success. Eligible students are encouraged to enroll in up to 12 semester units of lower division work offered through the Ventura County Community College District. Students who complete lower division work (AA Degree) are counseled in regards to continuing their upper division work through correspondence. Current plans include use of Coastline Community College programs that can be made available via CD, tapes or via internet.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All academic courses are taught by appropriately credentialed teachers, most with years of experience. Four vocational classes provide students with work experience training in Office Technology, Culinary Arts, Janitorial Skills, and Animal Care. Classes are scheduled for 300 minutes per day; five 60-minute periods. CYA maintains a minimum standard of 240 minutes of instruction per day. The high school program at Mary B. Perry High School is accredited by the Western Association of Schools and Colleges (WASC). Each teacher participates in monthly WASC department and focus group meetings. One teacher from each focus group attends a monthly Leadership meeting which is also attended by the Principal, Vice Principal, and representatives from other institutional departments. School administrators possess clear Administrative Services credentials. The Principal represents Mary B. Perry High School at institutional meetings and in the community.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is available to all faculty members. Some professional activities have been made mandatory. In the last three years, appropriate faculty

members have been trained in Highpoint/Holt reading instruction, Special Education goals and objectives, transition, and behavior management, GED and CELDT testing, Emotional Disturbances, SDAIE, CPR, Computer Network, and reading, math, science, and social science conferences. Additionally, all Teaching Assistants who must comply with NCLB have been granted up to twenty hours per week to attend college courses needed for their AA degrees.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,600	64,800
10	72,600	64,800
11	72,600	64,800
12	72,600	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In each 180 day school year a total of 12.85 days are shortened for educational advisement and case conferences. One day each week, two out of five periods are cancelled for this purpose.